

## EDUCATION FOR CITIZENSHIP

Democracy and citizenship are two things that merit topmost place in the mind of every American teacher in a parish, private or public school. What a wealth of energy, of thought, of achievement those twin ideas suggest! What a call is made upon us to face them fairly and squarely without blinking facts and avoiding efforts, though they appear to make for the very Pisgah heights. Democracy and citizenship, these two things inseparably yoked, belong to every truly American disposition. They run in our blood, throb in our hearts and strive to express themselves in our intelligence; they dictate themselves to our ceaseless consideration and urge upon us the task of making them more close knit in our aims, in our efforts and in our daily lives, above all, in our enterprise of education.

We observe then, first of all, how the Catholic school is admirably adapted to bring up citizens and enable them to face the acute situations, to-morrow or any time. Her age old traditions, the heaped-up heritage of centuries, provide her with extraordinary equipment for educating youth in true democracy. Let us never forget that the Catholic Church was the cradle in which Christian democracy was nursed from the beginning. There is no more brazen travesty of history than that which boasts that democracy was introduced by the Reformation. It can easily be proved that the theory of government by consent underlay the Gothic rule in Spain, as well as the Carolingian and Merovingian monarchies. Centuries before the democratic theory was tried out far and wide in Christendom, applications of it were made that were both practical and workable. The Middle Ages, Montaigne asserts, "were an epoch of faith, but also a period of strife, of discussion, of dignity and, above all, of freedom. Humanity was never more fertile, more manifold, more potent." (Montaigne, *Essays*, I, pp. 204-205.)

"Looking back over the space of a thousand years which we call the Middle Ages to get an estimate of the work they had done, if not toward perfection in these institutions, at least toward attaining the knowledge of political truth, this is what we find," says Lord Acton. "Representative government, which was unknown to the ancients, was almost universal. The methods of election were crude; but the principle that no tax was lawful that was not granted by the class that paid it—*i. e.*, that taxation was inseparable from representation—was recognized, not as the privilege of certain countries, but as the right of all. Not a prince in the world, said Philip de Comines, can levy a penny without the consent of the people. Slavery was almost everywhere extinct; and absolute power was deemed more intolerable and more criminal than slavery. The right of insurrection was not only admitted but defined, as a duty sanctioned by religion. Even the principles of the habeas corpus act, and the method of income tax were already known. And," he adds, "these results, one and all, would have been impossible if the Empire had not struggled with the Empire."

"In the later middle ages," admits Sidwick, "from the end of the thirteenth century onward, it was the most accepted doctrine that secular government rests upon the consent of the people, who have an original right to choose their own form of government." Testing secure in the certainty of our historical background, our work here is to survey the field and visualize some actualities of present-day citizenship in order to indicate the ways and means educators should use to secure strength and endurance for those institutions which imply our liberty and freedom. Education for citizenship demands squarely that we face the living needs and realities here in our land and shape the course of our education accordingly. Let us attempt to "reduce to Utopia and not for the United States," there is need to stake the ground and know where we stand. Nothing should disgust us more than empty talk about civic duty in the absence of all principles and directions. There must be a path and a goal that all who run may see.

Citizenship as we understand it implies life, outward action, social relations. The cultivation of those things is of immense importance nowadays; their perfection the goal of every truly democratic educational enterprise. No school can afford to neglect the task unless it would be derelict in its duty. Nor can we be too painstaking in preparing lines of advance in the essentials of citizenship. The education we may will be seen to consist in equipping our youth with such qualities of mind, heart and will as will serve as a bulwark for the security of the State and fend off the foe that threaten its life; for enemies there are, alert to sow cockle amid the wheat that moment that men sleep, and it takes but half an eye to see that eternal vigilance and persistent preparedness are the price of safety. At once, then, let us be wide awake to the

fact that there are deadly enemies lurking in the shadows of our national prosperity and threatening ever and anon to cast the seed of disorder and darkness in the commonwealth. They are ignorance, indifference and irreligion.

With us, to be sure, the greatest interest of a child's as of a man's life is his attitude to the things that really matter to the eternal realities. That is why religion enjoys a specific, irreplaceable position in the Catholic curriculum, may more, that is why our education is religious, our religion educational.

"Pure religion cooperates with other forces, with climate, custom, social conditions and political institutions, to develop in man the complete man, and the special instruction of teachers, which is the narrow meaning of the word 'education,' is modified and to a great extent controlled by those powers which work unseen and are the vital agents that make possible all conscious educational efforts." (Means and Ends of Education, pages 145-146. McClurg, 1903.)

And when we teach youth to seek first the Kingdom of God and His justice, it is with the indelible conviction that that done, all things else will follow alike for the man and his country. In fine, the structure of citizenship we would erect rests upon foundations of justice, service, reverence and obedience. Without these things standing four square, there can be no citizenship of enduring character, no character of enduring citizenship.

JOSEPH A. DUNNE,  
Supt. of Catholic Schools, Albany, N. Y.

### K. OF C. TO OPEN NIGHT HIGH SCHOOL IN FALL

Regents' Diploma and Counts Will Be Granted There.

The educational committee of the New York City Knights of Columbus announced plans yesterday for the new scholastic year which is about to begin. Three commercial, or industrial, schools are to be organized, together with one trade school and a regular evening high school leading to college entrance and granting the Regents' diploma and counts for those desiring to enter professional schools.

The opening of the evening high school is a new project for this year and was decided upon in response to a wide demand from members of the K. of C. and graduates of parochial schools. The staff is to be recruited from among the most competent teachers of the colleges and high schools of the city.

"It is aimed to make this a real high school—not a cramming school," says the announcement by the committee. "It will be an educational institution second to none and will be run in strict accordance with the requirements of the Board of Regents."

### SECOND LIEUTENANTS' TESTS TO BE ON OCT. 23

Physical Examination Dates Announced.

The examination for the appointment of second lieutenants in the regular army, scheduled for September 4, has been postponed to October 23, according to announcement by the War Department yesterday.

Preliminary physical examinations will be held periodically from Tuesday, September 5, until a few days prior to the final test, in order that all candidates may select a date convenient to themselves.

Although applications already received by corps area commanders indicate that the candidates will be thoroughly representative both in quality and numbers it is believed all qualified applicants will receive commissions.

In an effort to procure as many young men as possible who are fitted for the army by education and training, it has been decided to grant exemptions from the mental examinations to especially recommended members of the Reserve Officers' Training Corps at institutions which are designated as "distinguished colleges" by the War Department.

### REBUILD CHURCH IN 40 YEARS.

LONDON, Aug. 12 (Associated Press).—Many Americans have contributed to the fund for the restoration of Westminster Abbey, and appeals have been made for money with which to restore other famous churches, but a small band of Benedictine monks in Buckfastleigh, Devonshire, believe that "the Lord helps those who help themselves" and, after forty years of labor, have completed the rebuilding of Abbey Church, which dates from Saxon times.

When the work was started only one monk mason and an assistant were engaged, and at no time have more than six monks been employed. A total of \$20,000 has been expended for material but not one penny for wages.

## EDUCATION URGED TO PROTECT VISION

Colleges Asked to Cooperate in Spreading Conservation Doctrine.

Fifty thousand Americans are blind who need never have lost their sight, asserts the National Committee for the Prevention of Blindness in an appeal to normal schools, teachers' colleges and universities asking their cooperation in spreading the doctrine of sight conservation in their health and education courses.

There are seventeen topics, all relating to the conservation of vision, which should be included in any course on general health education, the committee points out. This course, with study periods and practice classes, should have a recognized place in the curriculum of schools, and students who qualify should be accorded adequate credits, it is held.

In the proposed course of seventeen topics are included the structure of the eye and its methods of functioning; common diseases of the eyes of children and detection of obvious signs of communicable diseases; examinations by teachers to determine children's visual acuity; teaching of the necessity for refraction by competent eye-sight specialists in case of defective vision, and the necessity for glasses that "fit"; cooperation of teachers with school doctors and nurses; adequate schoolroom lighting and seating arrangements and interior decorations to obviate eye hazards and strains, and consideration of type sizes and styles for textbooks which are best adapted to youthful eyes.

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## SUP. KNIGHT FLAHERTY GETS MEDAL FROM METZ

The entire municipality of Metz, capital of Lorraine, cabled congratulations to Supreme Knight James A. Flaherty of the Knights of Columbus after forwarding to him a silver medal which bestows upon him the freedom of the city of Metz.

The cable sent by the Mayor of Metz reads: "The statue of Lafayette given to France and set up in Metz by the Knights of Columbus in memory of the hero dead of America and France, is the most cherished symbol of Franco-American friendship and unity in the cause of democracy. It will ever continue to be so. We, the municipality of Metz, extend to you and through you to the 800,000 members of the Knights of Columbus, our heartfelt admiration for your magnificent works of patriotism and social usefulness."

M. Buno Varilla, owner of the Paris K. of C. head in the name of the Journalists of France.

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## WORLD WAR ORDER TO MEET.

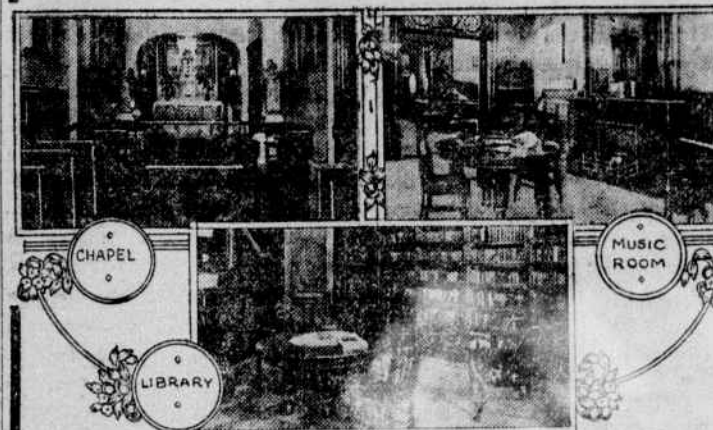
General George H. Harries, Commander-in-Chief of the Military Order of the World War, which will hold its national convention at the Hotel Ambassador, Atlantic City, September 18, 19 and 20, has received definite acceptance from John W. Weeks, Secretary of War; Senator Wadsworth, Colonel J. M. Wright, assistant Secretary of War; General John J. Pershing and Major-General John A. Lemme, all of whom have indicated their intention to be present during some period of the convention unless some vital public business interferes to change their present plans.

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For Commercial and Trade Schools after September 15th, register at nearest school any evening between 7:30 and 9:30 P. M.

High School will open Monday evening, September 11th.

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